



THE KING'S COLLEGE  
Be exceptional

# ANNUAL REPORT

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## OUR CORE PRINCIPLES

### SAFETY

Safety is vitally important for all of our students and our parents. We create an environment where there are no put-downs, intimidation or bullying. Each student has a right to feel physically and psychologically safe. At The King's College, we uphold this value very strongly.

### SERVICE

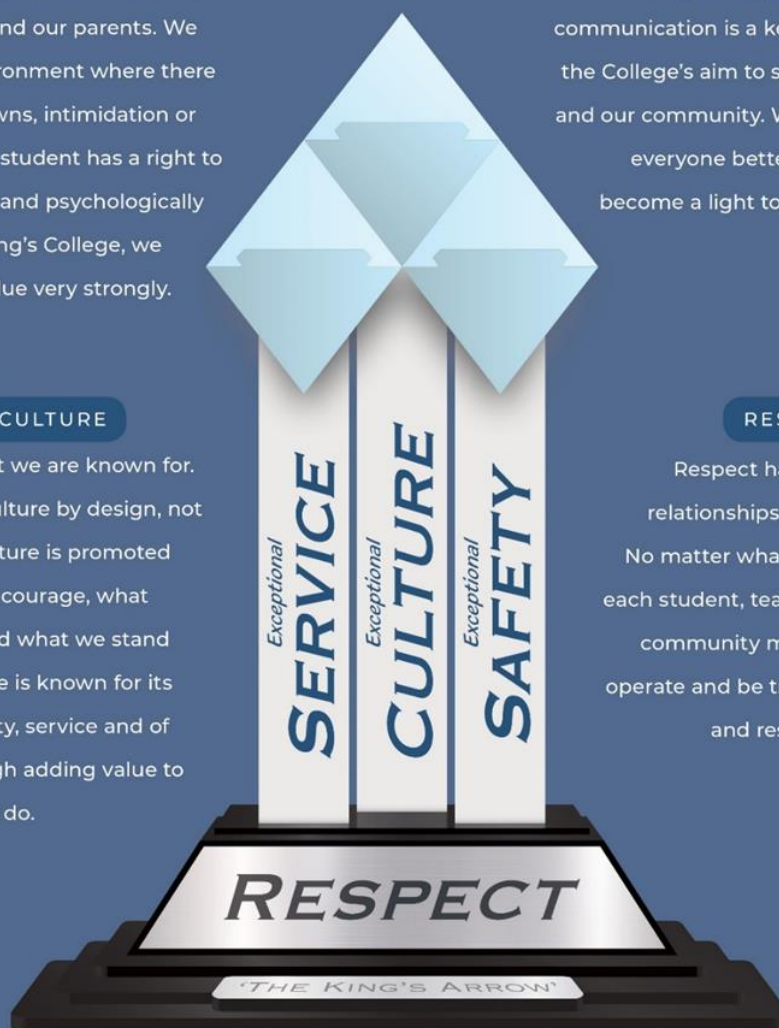
Service through timely and professional communication is a key component of the College's aim to serve our parents and our community. We want to serve everyone better, that we might become a light to our community.

### CULTURE

Culture is what we are known for. We develop culture by design, not by default. Culture is promoted by what we encourage, what we tolerate and what we stand for. The College is known for its culture of safety, service and of respect through adding value to everything we do.

### RESPECT

Respect has to do with our relationships with each other. No matter what the situation is, each student, teacher, parent and community member needs to operate and be treated in a polite and respectful manner.



### ADDED VALUE

Adding value makes us exceptional. We want to do more for our parents and our students and go beyond the ordinary into the extraordinary. We want to be known for being an exceptional College through our culture of adding value.



## Welcome

The King's College is a K-12 Christian School established in 1986. Since 1991 the College has been situated on twenty-six acres, giving ample room for growth and development. It has a long-standing reputation for providing a broad-based education for young people and is known for its pastoral care, high academic standards, and traditional values. Part of The King's College's core identity is its partnership with The King's Chapel (formerly Freeway Church). Its original leadership and values come from this partnership. The spiritual oversight from Dr Gerry McCoy continues to give inspiration and direction for growth to The King's College board and executive.

The partnership between parents and teachers is important in setting the relational context in which our children may learn and grow. Learning is a natural, lifelong human activity - and so lifelong learning and growing is valued, encouraged and modelled at The King's College.

As a Christian community and part of the The King's Chapel ministry, The King's College's educational philosophy reflects the principles and guidelines of the Bible.

The focus of The King's College is to provide quality Christian education to all students. The school is

centred on gospel values whereby all members treat each other with honour, compassion, honesty, respect, inclusivity, and self-control. The school community works together to nurture the whole development of each child and to provide pastoral care for each person. Christian education is an integral part of our school life and this is apparent in the liturgical life of the school and our commitment to 'Learning through Christ'.

The King's College has a strong emphasis on catering to the students' needs and talents, offering a variety of experiences and learning opportunities and well-established programmes to develop the whole person. Our staff provides stimulating focus on literacy, numeracy and Christian Education. The integration of ICT within the school and classroom is a strong component of the learning experiences within the College.





## About The King's College

### Vision

To be an exceptional Christ centred learning community.

### Mission

The mission of The King's College is to train students in areas of knowledge that will allow them to understand clearly, to think deeply, to judge wisely, and to have the courage to build their lives on the enduring principles and convictions of Biblical truth as they engage an innovative and digitally-based global community.

### Our History

The King's College's roots date back to 1986 when it was established by Dr Gerry and Ps Maureen McCoy. The original location was Sloan's Cottage, a National Trust building in Leda. The College then moved locations to a building in Medina in 1987, where facilities were shared with The King's Chapel. In 1991 The King's College moved to its present facilities on Bertram Road, Wellard.

From its first day, The King's College has a rich history of delivering quality Christ-centered education just as it does today. Over time we have evolved to meet growing academic, musical, technology, and a variety of other needs.

The King's College now offers education from Pre-Kindergarten (age 3) to Year 12.

## Institutional Purposes

As a Spirit-filled evangelical independent school, The King's College is dedicated to the preparation of young men and women for lifelong learning, effective leadership and Christ-like servanthood.

To fulfil its mission, The King's College is committed to:

- provide instruction, nurture, and enrichment for personal and intellectual development within a Spirit-filled ethos;
- instill in the student recognition of the

authority of Scripture in all areas of life and provide a solid knowledge of the Bible;

- encourage development of a Biblical and balanced Christian faith and theology; increase awareness and appreciation of the heritage of the Christian community and the Spirit-filled community of faith in particular; to foster respect, honour and appreciation for the Judeo-Christian foundations, national heritage, history, including its original inhabitants and the achievements of the Australian nation since Federation.
- equip students with the skills to pursue further education and in preparation for entry to the various professions, vocations, ministry and evangelism;
- cultivate within students a spirit of thoughtful inquiry and reflective discernment in the quest for knowledge and truth;
- enhance spiritual development by encouraging students in personal prayer and the spiritual disciplines;
- increase student's biblical knowledge of moral and ethical standards and encourage a lifestyle based on Scripture;
- prepare students for servanthood in the community with sensitivity to the rich ethnic and cultural diversity and varied needs of the world;
- make personal and professional development possible for students through quality educational delivery systems;
- stimulate awareness for the need of continuous lifelong personal and professional development and provide such opportunities; and
- operate in an efficient and effective manner so as to be a good steward of the resources God has entrusted to it.





## Institutional Objectives

In harmony with the missions and institutional purposes of the school, The King's College expects certain outcomes to be demonstrated by its graduates. These foundational outcomes are enlarged upon by the specific measurable objectives articulated in each academic programme offered by the institution. The combination of these institutional objectives for each student and the specific objectives for each academic programme provides a basis for assessing a student's progress and the institution's effectiveness in fulfilling its mission.

Staff and graduating students will:

- evidence a commitment to the Lordship of Jesus Christ; evidence the fruit of a Spirit-filled lifestyle and mindset;
- evidence the recognition of the authority of Scripture in their lives;
- demonstrate a foundational knowledge of Scripture and the ability to apply its principles to life; evidence a commitment to the biblical mandate of evangelism and the ability to share their faith; evidence a commitment to the Church and to serve in it;
- demonstrate the ability to effectively communicate in both written and oral form; evidence analytical reasoning skills with the ability to interpret and integrate knowledge; demonstrate the ability for research in

preparation for post-secondary level; and

- manifest a commitment to lifelong learning and growth.

## Partnerships

### University of Western Australia

In 2019 the College continued a partnership with the University of Western Australia (UWA). In partnership with the University of Western Australia, The King's College hosts a community choir for the staff and associates at UWA. Around 40 staff enjoy this incredible wellbeing initiative run by the Director of Music, Michael Battersby and Sarah Brittenden (Manager of the Conservatorium of Music).

### Kwinana Industries Council

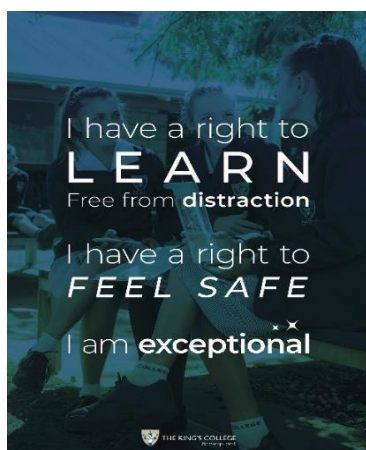
In collaboration with South Metropolitan TAFE, the College provides training in Certificate II in Engineering (Plant Mechanic Pre-Apprenticeship).

### North Metropolitan TAFE

Provides training in Certificate III in Population Health.

## College Affirmation

What we focus on is what gives us direction and energy. It is important, as a school, that we are very clear about our core business and what we want to achieve. We articulated our values and principles in The King's Arrow and The College Affirmation.





## Board Chair Report

Whilst each year in the life and journey of The King's College must be seen as important, 2019 has been a pivotal year in positioning the College for its continued growth and maturity. The College has framed the academic, physical, spiritual and social priorities of its operations around three key elements; exceptional service, exceptional culture and exceptional safety. The College is a child safe school and prides itself on being an open and engaged community for students, staff and parents.

As a not-for-profit Governing Body, the College Board responsibilities are not operational. That is, the Board does not become involved in the day-to-day decisions and matters to do with the running of the College. Rather its responsibilities are of a governance nature. They lie in ensuring judicial and wise oversight in the areas of the College's financial, legal and educational accountability.

The King's College has a committed and professional Board of Governors. The members have proven capability and qualifications in a range of school-related disciplines and have significant experience in educational leadership, business administration, Christian ministry and legal practice. The Board meets every month to ensure the College's Strategic Plan continues to be developed and monitored for the achievement of an educational culture that excels within a safe and Christ honouring environment.

As a Christian College, The Board is committed to ensuring that students are given every opportunity to learn about their Creator, The Living God of the Bible. We desire our children to grow into an understanding that a life lived under the loving care and guidance of God will be a fulfilling and exciting one that is of benefit both to the person and the society in which they live.

As a member of the association Christian Schools Australia, and in participation with leading Educational and Organisational Management Bodies such as Endeavour Education, Resolve Consulting and Momentum Improvement Partners, we are confident that the governors and executive leaders of our College are informed, well trained and continually encouraged to reference everything against best educational and business practice and the standard of God's Word, the Bible.

We are excited at the direction in which the College is headed and confident of the future and as such I commend to you the following Report by our College Principal, Mr Orlando dos Santos.

**Mr Keith Newby**

**Board Chair**





## Members of the Board and College Executive 2019

| College Board         |                      | College Executive                    |  |
|-----------------------|----------------------|--------------------------------------|--|
| <b>The Visitor</b>    | Dr JG McCoy          | <b>Principal</b>                     | Mr Orlando dos Santos<br>BEd   |
| <b>Chair of Board</b> | Mr Keith Newby       | <b>Deputy Principal</b>              | Mrs Jodie Matenga<br>BSc GradDipEd MEd(Hons)   |
| <b>Deputy Chair</b>   | Mrs Joanne Thomas    | <b>Business Manager</b>              | Mr Iwan Labuschagne<br>GradDipCA   |
| <b>Treasurer</b>      | Mr Andrew Pannell    | <b>Strategic Development Manager</b> | Ps Mihael McCoy<br>LLB, BA, GDLP, GCCM, MAICD  |
| <b>Secretary</b>      | Mr Uwe Thiel         | <b>Operations Manager</b>            | Mrs Tammy Fenwick<br>Dip Mgmt  |
| <b>Board Member</b>   | Mr Rodney Pearson    | <b>Dean of Studies</b>               | Mrs Mary dos Santos<br>BA (Hons), GradDipTeach, Grad<br>DipArts (History Ed), MEd, M<br>TESOL  |
| <b>Board Member</b>   | Hon. John Gilmour QC | <b>Dean of Students</b>              | Mr Kyle Baggaley<br>GradCertSecEd, BDesTech,<br>BDesEd, CertIVTrngAss                          |
|                       |                      | <b>Head of Special Projects</b>      | Mrs Linda Battersby<br>ADAppSocSc, DipProfCouns<br>DipProfCoach, AdvDip(Mgt),<br>CertIVTrngAss |

### The Role of The Board

The first and primary duty of The Board is to ensure that the College's fundamental principles embodied in its Objectives, Core Values and Ethos are carried out and implemented.

The Constitution clearly states that the Board has the ultimate responsibility for all matters pertaining to governance and the oversight of the College's operations. Operational responsibility is designated to the College Executive, namely, the Principal and Senior Executive Team.

### Community Governance Model

The Board operates on a Community Governance Model reflecting the unique dynamic as a Christian education community borne out of the Church community. This model shall be effected through policy governance and "wise rule". The Board does not have a management function but rather undertakes a Community Governance role based on consensus and guided by the Vision, Core Values and the Spirit's leading in the community. A principal function of the Board is to develop policies and procedures that are effective and based on sound governance principles. Such principles are to be consistent and cohere with Holy Scripture and the Statement of Faith.

The Board is responsible for and should determine all matters relating to policy and practice. It has overall responsibility to ensure that the College is well-managed and that its operations are successful. It must do all things necessary to ensure that the College meets its Vision, Mission and Objectives as set out in the Constitution.



Without limiting the generality of the Board's role, its principal functions in relation to the College are to:

- Determine the vision, purpose and priorities of the organisation;
- Set strategic organisational objectives and priorities aligned with the vision and purpose;
- Support the Principal and Executive in management of the organisation and in developing plans that align with the vision, purpose and strategic objectives;
- Monitoring and evaluating the degree of success against these plans and objectives;
- Act as an interface between the College and its key stakeholders, namely, the Church, parents, families, students, the wider community;
- Selection and Appointment of the Principal ("Principal") and other members of the College Executive as outlined by the Constitution;
- Determine policies governing the operations and setting out Executive limitations;
- Responsibility for developing and approving the Financial Master Plan;
- Set and approve the annual budget;
- Approve material expenditure outside the budget;
- Approve all items of capital expenditure in excess of \$1,000 that are not included in the pre-approved Budget;
- Conduct an annual review of the Board's own performance and externally conducted appraisals as appropriate;
- Conduct an annual review of the College in fulfilling its Vision, Mission and Strategic Planning goals;
- Review the performance of the Chair, Principal and Business Manager;
- Establish and oversee the powers and functions of the Board sub-committees such as the Executive Committee, the Finance Committee, the Strategic Planning Committee and any other sub-committees established.

### Custodianship and the Concept of "Wise Rule"

As custodians of the College, The Board's approach shall be one of "wise rule". "Wise rule" is that exercise of oversight as it relates to the "kingly" function as modelled by Christ.

The Board is not to be involved in the College's day-to-day operations and management but is to provide sound principles for operation that bring honour and glory to God's Kingdom being "salt" and "light" to the community. It is the College Executive's role to manage the College in accordance with the strategic planning goals and priorities established by the Board and under its direction.





## Principal's Report

Since 1986, The King's College has had a rich history of combining a deep respect for Christian values with a strong sense of mission and the vision of the local Church, The King's Chapel, in bringing to fruition a clear direction and purpose for our College community. The College has embraced the past whilst staying fresh and creative in forging new pathways into the future.

Through this time there have been many victories but also many challenges as the College has sought to become a leader in providing the academic and moral frameworks to ensure that students have the best opportunities to succeed in life. We have a clear direction and intentional purpose in helping our students into areas of inspired learning and leadership development. We

believe that our students have tremendous potential and when that is combined with a defined purpose it provides the trajectory for achievement and fulfilment.

The College does have an aspirational vision; to see all students attempt great things, pursue their dreams, not give up in the face of trials, believe that with God all things are possible and achieve their purpose.

As a learning community, we desire all our students to be inspired by and have a love of learning by providing for them cutting-edge learning experiences, opportunities for them to embrace new learning initiatives and adopt new study techniques which empowers them to achieve to high standards. As a progressive educational leader, we have introduced new courses and study habits which will serve our students well in the complexities of post-school destinations. In equipping our students for the future, we are very clear about translating the task before us into the vision ahead of us.

We have introduced so many improvements into the life of the College in 2019, including a more rigorous academic program, a clear and fair behaviour management system, new learning management systems, SEQTA, Consent2Go and other platforms which catapult the College into a highly professional learning environment.

The King's College is committed to the continuous improvement of its Child Protection Programme and adhering to the WA child protection laws, regulations and standards. We are very committed to our culture of safety where every student has a right to be safe, feel safe and learn in an environment where they are not ridiculed, harassed or intimidated.

The College also has a commitment to its culture of service. Our students and staff are encouraged to uphold values of respect, decency and compassion through the diversity of various initiatives and structured programmes, clubs and extra-curricular activities. All staff at the College are encouraged to see their ministry at the College as an opportunity to serve others in a way to make others feel valued and appreciated.

As a leadership team, we have constantly been looking at increasing our capacity with an increased focus of leadership development and adding to our already strong team new positions that would enhance the structure and increase the effectiveness of our academic, pastoral care and operational objectives. The King's Organisational Flow Chart was introduced and staff were appointed to fill several roles as Heads of Year groups and Heads of Learning Areas to support our Dean of Students and Dean of Studies respectively.



The Principal's MIC was also initiated to support communication with families. This was a two minute weekly clip produced where the Principal had the opportunity to motivate, inform and celebrate life at The King's College.

In keeping with our emphasis of Christian ministry, four new houses were introduced in place of the old ones; Booth, Graham, Elliot and Carmichael. Families are assigned a house upon enrolment and all children from the same family are assigned to the same house for the duration of their time at the College. Students accumulate points for their house during the year in many ways, including through participation in sporting events and earning EPS points.

I want to take this opportunity of acknowledging the support from the Board as they continued to give clear direction and wisdom in areas of governance to build upon the strength of The King's College. I also acknowledge the hard work and professional integrity of our staff who have worked tirelessly and enthusiastically to achieve a new level of academic and behavioural culture.

It is an honour to partner with parents who seek the best for their children and support the College in building an environment of growth, competency and character which empowers our students to prepare for a fulfilling and purposeful future.

**Orlando dos Santos**

**Principal**



## NEW HOUSES

### BOOTH GOLD

Catherine Booth worked in the cold, dark and eerie streets of London. Her ministry was based around helping the poor and pointing them towards their inheritance, the streets of Gold in heaven. Mascot is the gold bulldog and the characteristics of both Catherine Booth and the bulldog are kind, courageous, protective and determined.

### GRAHAM RED

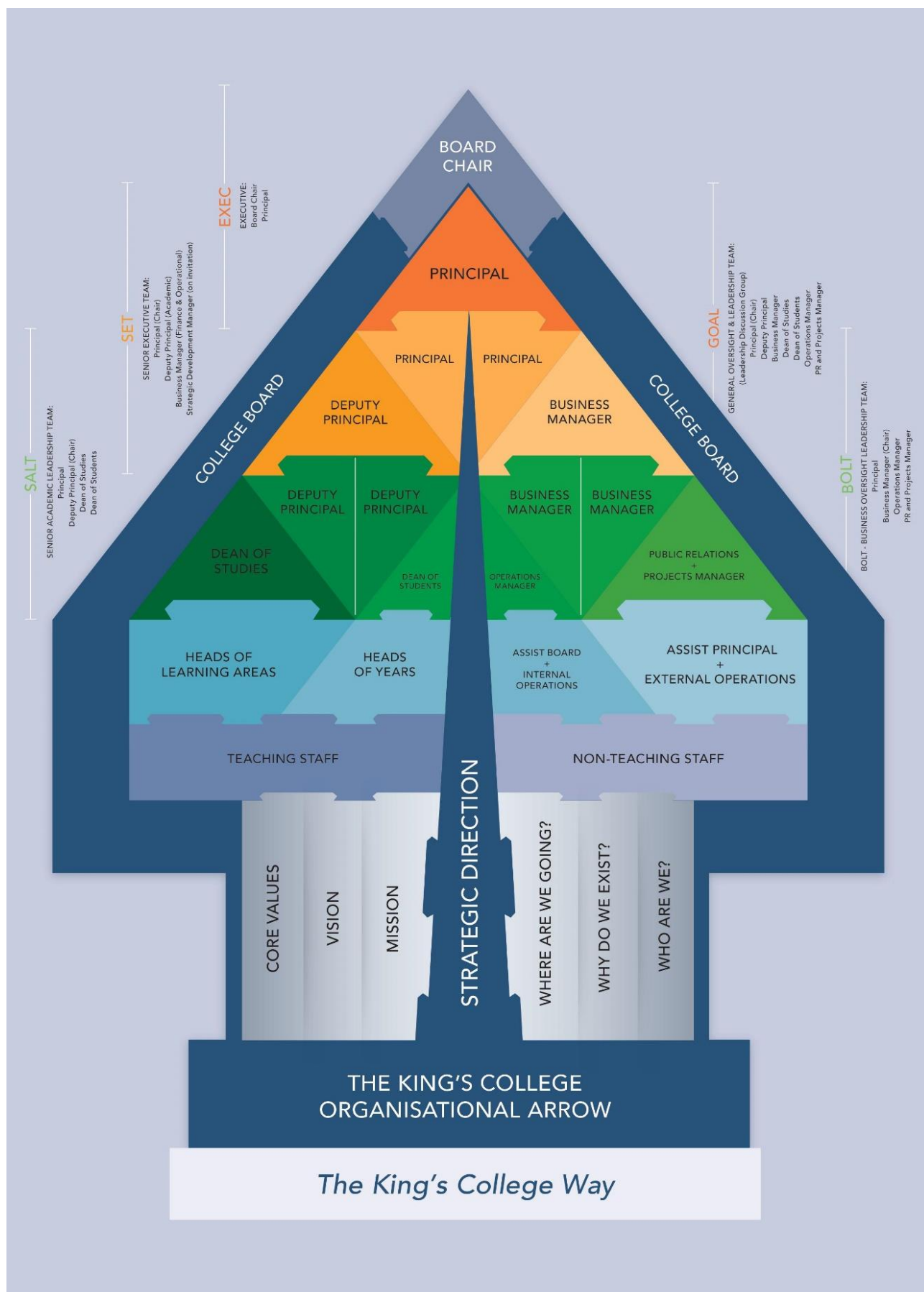
Reverend Billy Graham was one of the world's greatest evangelists whose message was "you can be saved". Mascot is the red eagle and the characteristics of both Rev Billy Graham and the eagle are smart, confident, visionary and high achieving.

### ELLIOT GREEN

Jim Elliot's ministry was in the jungles of Ecuador where he gave his life for his faith. Mascot is the green crocodile and the characteristics of both Jim Elliot and the crocodile are passionate, intelligent, courageous and patient.

### CARMICHAEL BLUE

Amy Carmichael was a missionary who travelled the seas. She lived in India for many years and rescued hundreds of at-risk girls from abuse. Mascot is the blue tiger and the characteristics of both Amy Carmichael and the tiger are confident, determined, trustworthy and fearless.





## School Performance Indicators

### Workforce Distribution

The King's College has a total of 88 employees, with 76 per cent of the workforce female and 24 per cent male. Of the workforce, none identified as Aboriginal and Torres Strait Islander.

| Staff Distribution         |           |           |           |          |             |
|----------------------------|-----------|-----------|-----------|----------|-------------|
| ROLE                       | FULL-TIME | PART-TIME |           |          | TOTAL STAFF |
|                            | Women     | Men       | Women     | Men      |             |
| GOAL Team                  | 4         | 3         | 0         | 1        | 8           |
| Teaching                   | 18        | 10        | 15        | 1        | 44          |
| Peripatetic Music Teachers | 3         | 3         | 0         | 0        | 6           |
| Education Assistants       | 6         | 0         | 10        | 0        | 16          |
| Administration             | 5         | 1         | 5         | 0        | 11          |
| Grounds and Maintenance    | 0         | 2         | 0         | 0        | 2           |
| Chaplain                   | 0         | 0         | 1         | 0        | 1           |
| <b>Total</b>               | <b>36</b> | <b>19</b> | <b>31</b> | <b>2</b> | <b>88</b>   |

| Staff Qualifications |              |                  |              |
|----------------------|--------------|------------------|--------------|
| Qualifications       | No. of Staff | Qualifications   | No. of Staff |
| Bachelor             | 31           | Diploma (VET)    | 6            |
| Cert III (VET)       | 11           | Graduate Diploma | 12           |
| Cert IV (VET)        | 6            | Masters          | 7            |
| Chartered Accountant | 1            | Masters (Hons)   | 1            |
| Diploma (CIARB)      | 1            | PhD              | 1            |

### Professional Learning

Professional learning focused this year on training with AISWA covering aspects of NCCD and for protective behaviours, mandatory reporting and child safety, to position staff well for safety and compliance. There was also a focus on teacher professional development regarding the curriculum for WACE and teaching from a Biblical perspective.

In March, five staff (Ps Mihael McCoy, Jodie Matenga, Tammy Fenwick, Iwan Labuschagne, Orlando dos Santos) travelled to Middleton Grange School in New Zealand, Pacific Hills Christian School in Sydney, Coffs Harbour Christian Community School and Pacific Hope School, a school catering for students with mild to moderate intellectual disabilities. The goal was to look at strong Christian schools who have unwaveringly upheld Christian perspectives in education, research technical centres, as well as look at Hope schools and start to build global interactions with similar mission-minded Christian schools as ourselves.





## Students

### Curriculum

The curriculum at The King's College is in line with the Western Australian Curriculum (PP to Year 10) and with School Curriculum and Standards Authority (SCSA) syllabus requirements for Years 11 and 12.

Subject choices in Year 11 and 12 have been under review and changes will be made to course offerings in 2020 to allow students to move between ATAR and General courses to ensure their graduation at the end of Year 12. Subjects on offer for Pre-primary to Year 8 have been reassessed to ensure compliance with SCSA mandates surrounding Technology courses and Arts courses. All students from Pre-primary to Year 8 have also had the opportunity to study a Language Other than English (LOTE). The language on offer at The King's College is Indonesian. Korean is also taught in the Kindergarten and Pre-primary classes.

### Vocational Education and Training Courses

Students in Years 10 to 12 have had the opportunity to participate in Vocational Education and Training (VET) courses. Year 10 students have been able to undertake Certificate II in Sport and Recreation or Certificate II in Music Industry. This has followed through in Years 11 and 12 where students have been given the opportunity to complete up to Certificate IV in Music Industry or complete the Sport and Recreation qualification. In addition, a Certificate II in Business has been on offer as well.

Several students have taken the opportunity to study at either North Metropolitan or South Metropolitan TAFE to complete additional VET courses and pre-apprenticeship courses. Several of these students have also undertaken Work Place Learning in conjunction with their course.

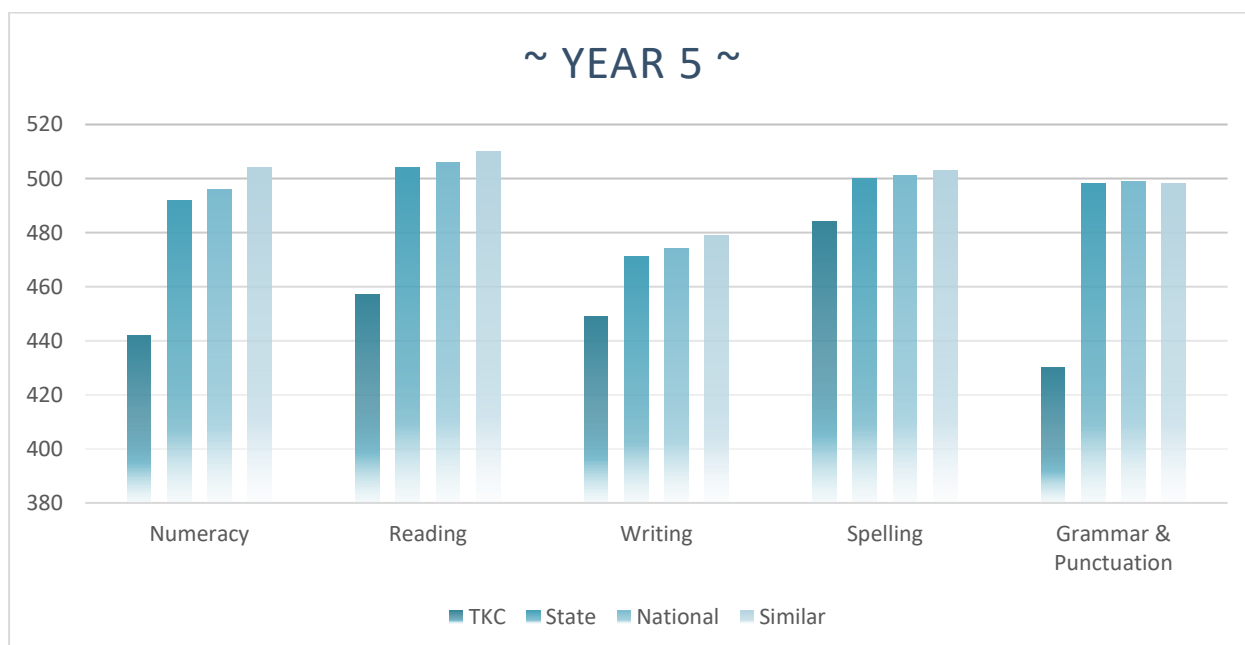
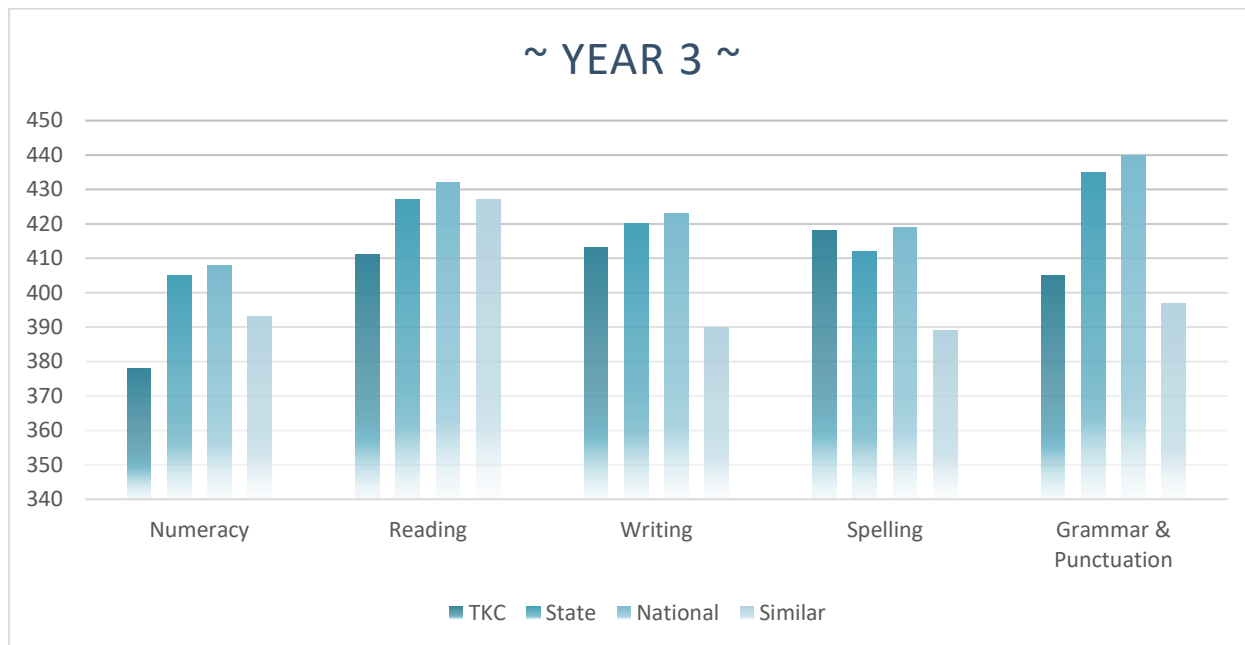
### NAPLAN 2019

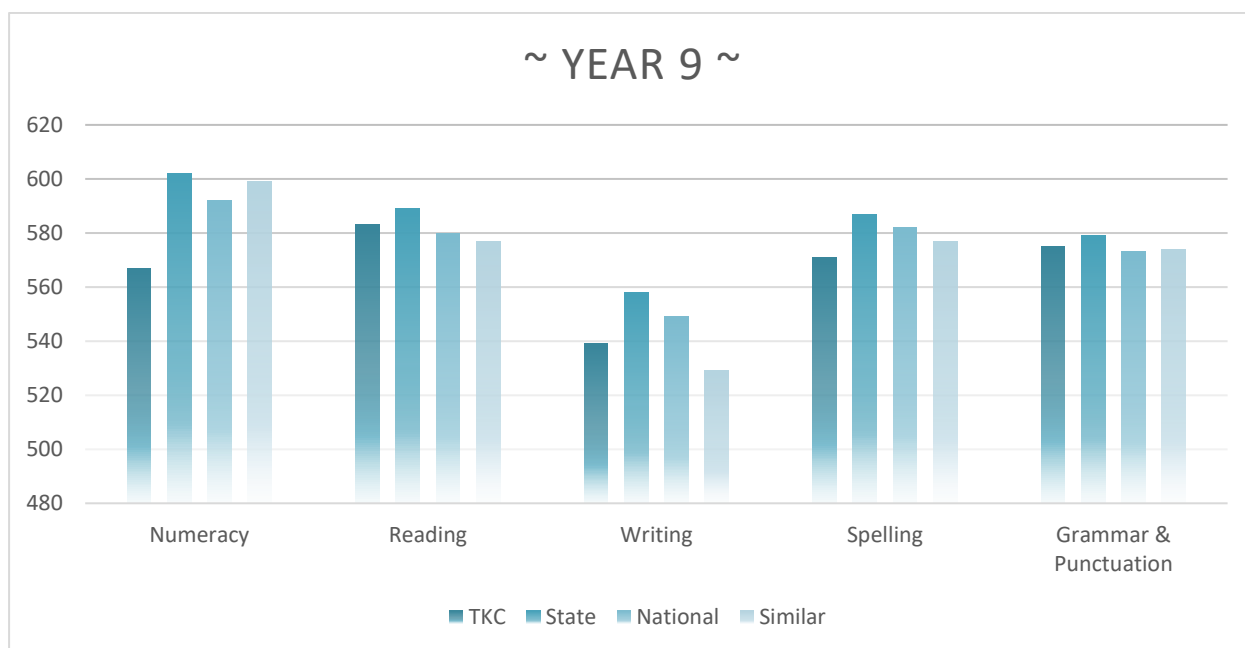
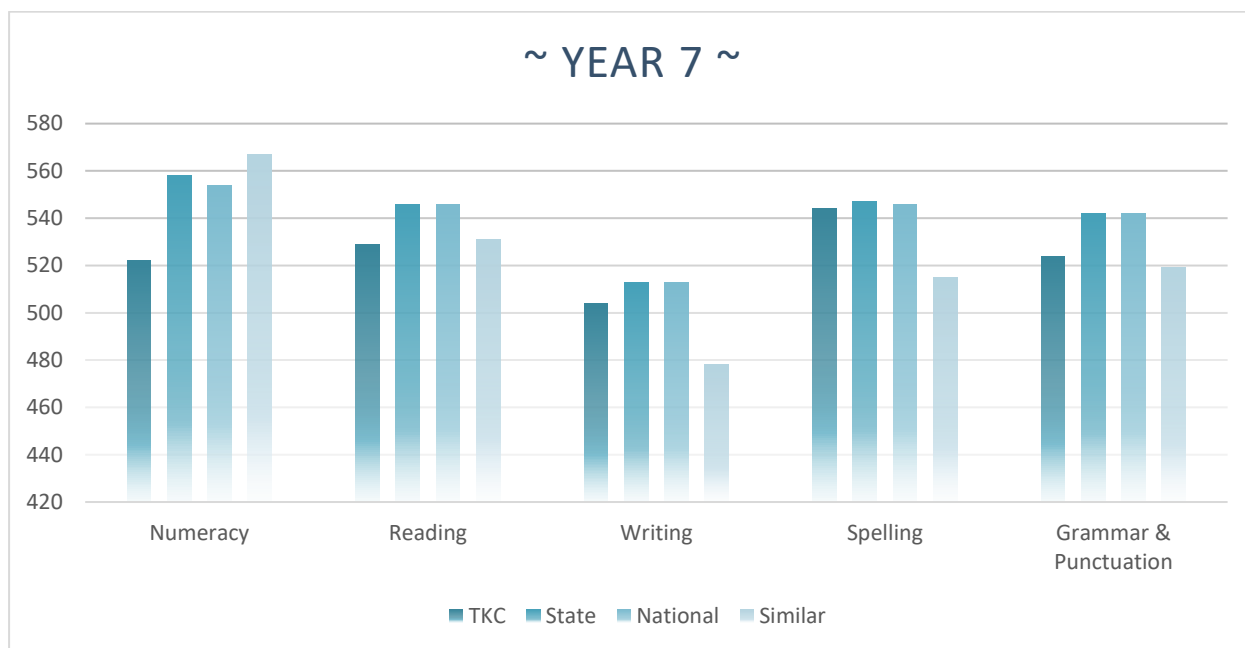
Students in Years 3, 5, 7 and 9 sat the National Assessment Programme – Literacy and Numeracy (NAPLAN) in May. This year, many schools opted to complete the online form of this testing but the College continued to participate in the written versions of the tests. This will also be the case in 2020.

The College has made a more concerted effort to analyse the data from the NAPLAN tests in order to assist students in their learning through the identification of learning gaps and areas requiring more emphasis. This has been undertaken in conjunction with the Association of Independent Schools of Western Australia (AISWA). This analysis will continue throughout 2020 with further meetings with AISWA as well as the introduction of even years NAPLAN tests.



The mean performances for The King's College, State and National:





## OLNA 2019

The Online Literacy and Numeracy Assessment (OLNA) is undertaken by students who did not prequalify through NAPLAN testing in Year 9. Students must reach Band 8 or higher in literacy and numeracy components of the Year 9 NAPLAN tests to prequalify.

The OLNA is a requirement for students to achieve their WACE (graduation) in Year 12. Students are given six opportunities to demonstrate the required level in Reading, Writing and Numeracy.



Students who did not meet the required level in 2019:

| Year Level | Numeracy | Reading | Writing |
|------------|----------|---------|---------|
| Year 10    | 7        | 4       | 3       |
| Year 11    | 5        | 2       | 2       |
| Year 12    | 2        | 2       | 3       |

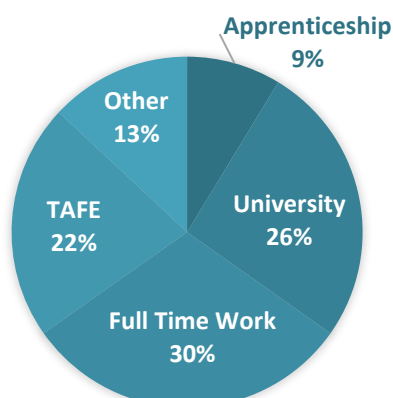
## Year 12 Results

A total of 23 students completed Year 12 at the King's College in 2019. For special consideration reasons, only 21 of these full-time students were eligible to achieve their WACE. There were 52% of Year 12 students completing a Certificate level course, 26% of students studying an ATAR course only and 22% of students studying both ATAR and Certificate level courses.

|  |        |
|--|--------|
| Number of students in Year 12 2019   | 23     |
| Number of full-time students eligible to achieve WACE                                | 21     |
| Percentage of full-time students who demonstrated the literacy and numeracy standard | 78.26% |
| Percentage of full-time students who achieved WACE                                   | 65.21% |
| Graduation rate  | 71.43% |
| Percentage of full-time students with 4 or more ATAR courses                         | 43.48% |

| University offers and enrolments                    | Curtin | ECU | Murdoch | UWA | Total |
|---|--------|-----|---------|-----|-------|
| Number of students offered any of their preferences | 2      | 1   | 4       | 0   | 7     |
| Number of students who have enrolled                | 2      | 0   | 4       | 0   | 6     |

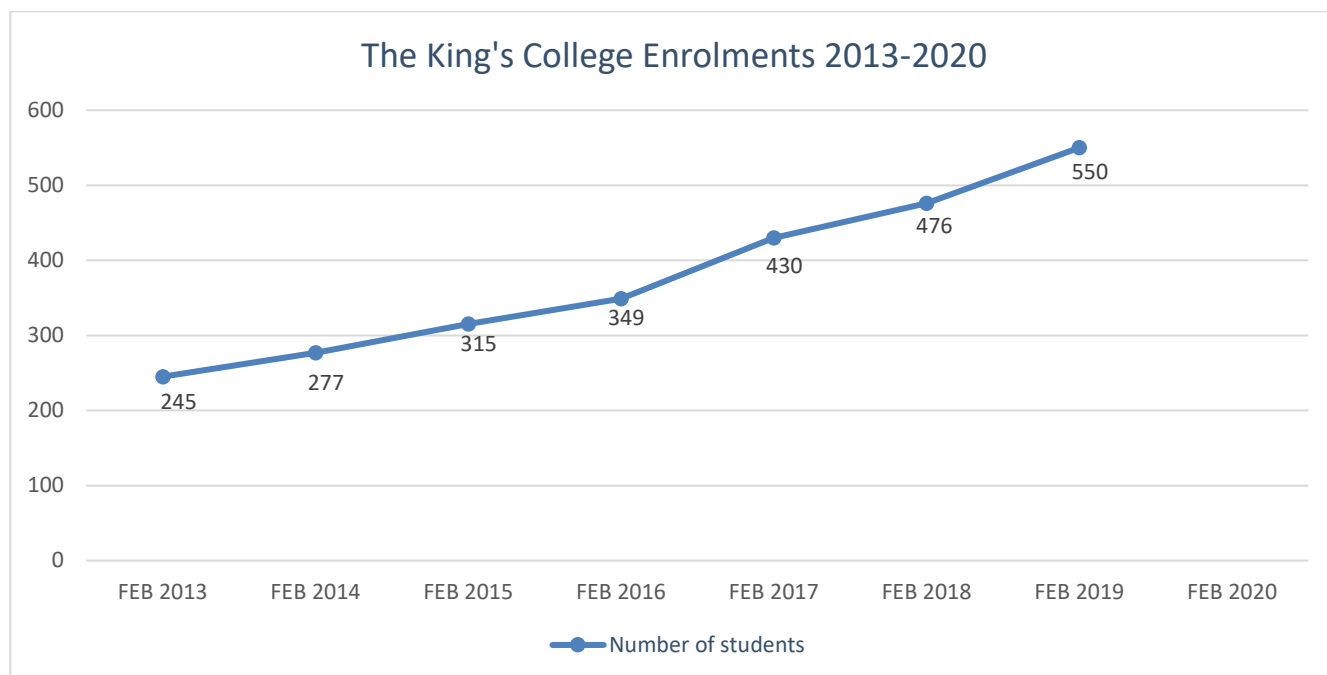
## STUDENT PATHWAYS







## Enrolments



## Student Attendance

Attendance is recorded daily and parents of students with unresolved absences are contacted on the day via SMS. Follow-up letters are sent out to parents if communication is not received. Overall individual student attendance is monitored, and parents periodically notified of low attendance and government attendance requirements. Where appropriate, re-engagement strategies are implemented to improve student attendance.

| Student Attendance Percentages |                          |
|--------------------------------|--------------------------|
| Year Level                     | Percentage of Attendance |
| PK                             | 89.53                    |
| K                              | 91.82                    |
| PP                             | 91.8                     |
| 1                              | 91.02                    |
| 2                              | 91.92                    |
| 3                              | 91.95                    |
| 4                              | 91.48                    |
| 5                              | 90.28                    |
| 6                              | 92.04                    |
| 7                              | 88.92                    |
| 8                              | 90.72                    |
| 9                              | 92.36                    |
| 10                             | 87.13                    |
| 11                             | 86.67                    |
| 12                             | 89.3                     |



## Culture

### Creative Club

This engaging programme encompasses Year 5 to 11 students in the Chapel Crew (the worship team that leads the school in worship and devotions each week at primary and secondary chapel). The Music Prefects run the devotional training sessions, lead others in prayer and connect time, and select the songs we sing at school. Currently, the club engages over 100 students in this ministry.

### Choir

The primary and secondary choirs are finding their particular sound and feel, and have been working very hard as they have an intense trifecta of performance weeks including Easter, ANZAC services, Mother's Day event and Presentation Night.

### King's Worship Academy (KWA)

King's Worship Academy continues to train our up-and-coming music and worship students and draw music ministers and worship leaders from across our city. We're covering a wide range of topics from Worship Theology to Technology Production, from Stagecraft Performance Skills to Leadership and Team Culture. There is no other VET training opportunity in WA that offers Certificate IV like this in a Christian context other than YWAM (which has closed registration).

The program has afforded our students an invaluable industry-relevant training perspective and opportunity to learn from those who are already in the music ministry field. They then channel those learned skills into their leadership involvement in our weekly Chapel Crew and Creative Club where they mentor younger students.

### Extra-Curricular Activities

Our clubs programme in 2019 was extensive and all students were encouraged to find a club and explore

a passion area, or initiate a new interest, or perhaps even discover the platform from which to launch their career. These activities provide students with productive breaks from class and home learning and contribute to their social and emotional wellbeing. This year we also promoted tutoring and homework clubs to support the academic programme.

- Fire and Emergency Services Cadets
- Duke of Edinburgh
- Cooking Club
- Crochet Club
- Drama Club
- Guitar Club
- Go Noodle Fitness Club
- AFL Club
- Basketball Club
- Claymation Creation Club
- Study Skills Sessions
- Tutoring and ATAR Subject Clubs

### Service Learning Experience: Local and International

Part of our mission of fulfilling the Great Commission includes taking students on local and international service learning experiences and getting our students involved with local organisations which are making a difference in the lives of those in need in our own community. In 2019 a small group of staff and students visited an orphanage in Indonesia.

### Parents and Friends

The King's College has a range of support to promote current and future students and the community. Parents generously volunteer their time and expertise to collaboratively develop and initiate a range of functions and initiatives to support the College.



## Community Health Audit 2019

A Community Health Audit was undertaken in August 2019 to ascertain how parents, students and teachers perceive The King's College in the context of the educational landscape of the Kwinana region.

The King's College is seen to achieve the core goals of why families enrol their children at the College - Christian education, Christian morals/values, Christian teachers, and affordable private education. 94% of parents confirmed this as the same reason for their continued enrolment. Staff are thought of most highly by families. Their care for students is one of the defining strengths of the College.

### Specific Questions Asked in the Audit

### Average Result out of 10

Would you recommend The King's College to your friends or family looking for a College?

Rated from 0 – 10, with 0 being No,  
1 being Yes and 10 being Very Highly

|                                   |     |
|-----------------------------------|-----|
| Parents' Response                 | 8.8 |
| Primary School Students' Response | 7.0 |
| Secondary Students' Response      | 7.4 |
| College Staff Response            | 8.0 |

Would staff recommend The King's College as a place to work?

8.0

Do you enjoy working at The King's College?

8.6

Have you been happy with your time at The King's College?

1 being Very Unhappy and  
10 being Extremely Happy

|                              |     |
|------------------------------|-----|
| Primary Students' Response   | 6.7 |
| Secondary Students' Response | 5.9 |

## College Facilities

The College celebrated the opening of its new secondary complex, the Meryl J Butler Centre in 2019. Opened in an official ceremony by Senator Matt Sullivan on 7 July 2019, the centre provides a much-needed expansion to the secondary science department as well as expanding the secondary facilities in English, HASS and Mathematics to provide for the increased enrolments and growth of the College.

The King's College has been dedicated to developing the school's facilities through a building programme to meet the needs of the College. Learning is based around cluster classroom facilities. These consist of:

- The King's Chapel Auditorium, including an 800-seat capacity
- Administration Building
- Early Learning Centre
- Primary School
- Bryan Hall
- The Meryl J Butler Centre

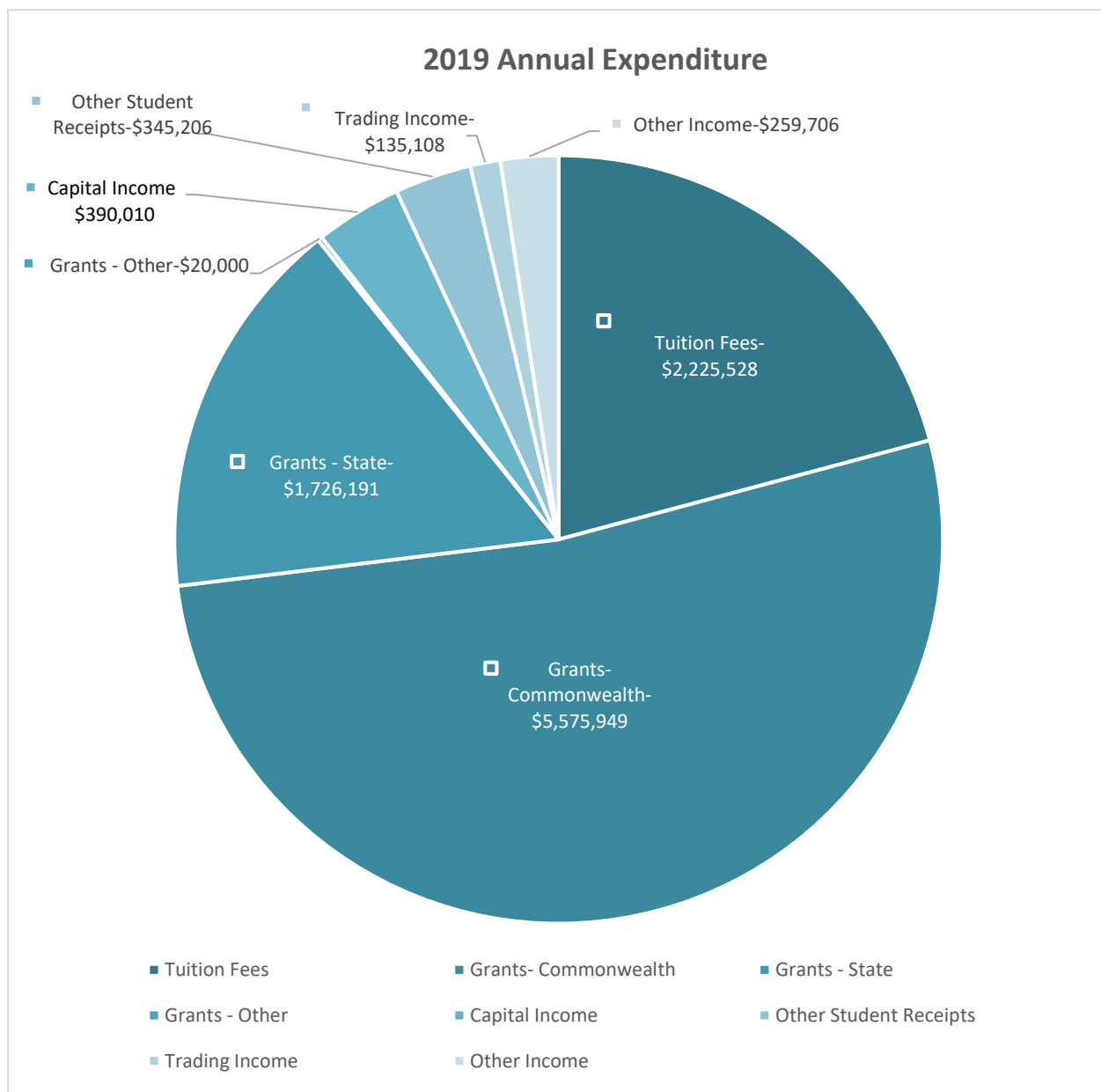
These developments provide our staff and students with wonderful resources to maximise learning opportunities.





## Financial Information

### 2019 Annual Income







## Financial Information

### 2019 Annual Expenditure

